DOCUMENT RESUME

ED 431 088 CE 078 739

TITLE	CGEA Record Keeping Kit. Checklists for Assessment, Reporting and Moderation.
INSTITUTION	Adult, Community, and Further Education Board, Melbourne (Australia).
ISBN	ISBN-0-7311-2672-6
PUB DATE	1999-02-00
NOTE	165p.
AVAILABLE FROM	Adult Education Resource and Information Service, Language Australia, GPO Box 372F, Melbourne, Victoria 3001, Australia.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Check Lists; Foreign Countries; *High School Equivalency Programs; *Literacy Education; Mathematics Skills; Reading Skills; *Recordkeeping; Records (Forms); Speech Communication; *Student Certification; *Student Evaluation; Writing Skills
IDENTIFIERS	*Certificates of General Educ Adults (Australia)

ABSTRACT

This document, which was developed as a resource kit for Australian teachers of adult learners working toward a Certificate of General Education for Adults (CGEA), contains checklists for use in assessing and recording students' progress in their courses. The kit includes three types of records: assessment records (intended for detailed individual assessment of a single assessment task against all the selection criteria and preparing assessment samples for moderation); records of achievement (intended for recording tasks successfully completed by a learner, showing the individual's progress in achieving the learning outcomes, and recording student self-assessment); and summary sheets (intended for providing an overview of individual learners' progress in all streams, summarizing a class group's level of achievement, and checking that a program covers the required CGEA competencies. The document is divided into five parts. Parts 1-4 contain assessment records and records of achievement for the following CGEA streams: reading and writing, levels 1-4; oral communication, levels 1-4; numeracy and mathematics, levels 1-4; and general curriculum options, levels 1-4. Part 5 consists of summary sheets designed for recording the learning outcomes achieved by students in levels 1-4 of all four CGEA streams. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 431 088

CGEA record keeping kit

checklists for assessment, reporting and moderation

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
J Kindler
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

Adult Education in the Community

CE078739

BEST COPY AVAILABLE

CGEA Record Keeping Kit

ISBN 0 7311 2672 6

First Published in February 1999
© Adult, Community and Further Education Board, Victoria

These materials are copyright. They can be freely duplicated by CGEA teachers for classroom or any other educational use, but cannot be reproduced for sale in any form without the prior written permission of the publisher.

This resource has been produced with funding from the Eastern Metropolitan Regional Council of Adult, Community and Further Education.

Additional copies can be obtained from:

ARIS
Language Australia
GPO Box 372F
Melbourne VIC 3001

CGEA Record Keeping Kit

Project Management	Karen Dymke, Donvale Living and Learning Centre
Development	Penny Smith, Swinburne University
Design and Layout	Clint Smith, LearnWorks

This resource has been produced with funding from the Eastern Metropolitan Regional Council of Adult, Community and Further Education.

Vol. 4

Foreword

I am pleased to recommend the *CGEA Record Keeping Kit* for teachers and believe that it will be an invaluable tool for teachers and coordinators to ensure authenticity and consistency of student standards and assessment across the region.

This kit will enable teachers to easily chart student progress against the domains within each stream of the CGEA. It is also user-friendly enough for students (at the higher levels) to use for self-assessment and establishing learning goals. The record sheets, whilst using a convenient "quick tick" approach, are comprehensive and detailed, providing a broad overview of students' progress.

Although not prescriptive, this record keeping resource should provide teachers and providers of the CGEA with a valuable tool for ensuring consistency across the region. I am most happy to recommend it.

Joan Taylor
Chairperson

Eastern Metropolitan Regional Council of Adult, Community and Further Education

Contents

How to use this kit

The CGEA Streams

Part 1 Reading and Writing, Levels 1–4

Assessment Records
Records of Achievement

Part 2 Oral Communication, Levels 1–4

Assessment Records
Records of Achievement

Part 3 Numeracy and Mathematics, Levels 1–4

Assessment Records
Records of Achievement

Part 4 General Curriculum Options, Levels 1–4

Assessment Records
Records of Achievement

Part 5 Summary Sheets, Levels 1–4, all streams

How to use this kit

There are three types of records in the kit:

Assessment Records

Use for:

- detailed individual assessment of a single assessment task against all the selection criteria
- preparing assessment samples for moderation

Records of Achievement

Use for:

- recording tasks successfully completed by a learner
- showing the individual's progress in achieving the learning outcomes
- student self-assessment (higher levels)

Summary Sheets

Use for:

- overview of individual learner's progress in all streams
- summary of level of achievement of a class group (up to 12)
- checking that your program covers the competencies

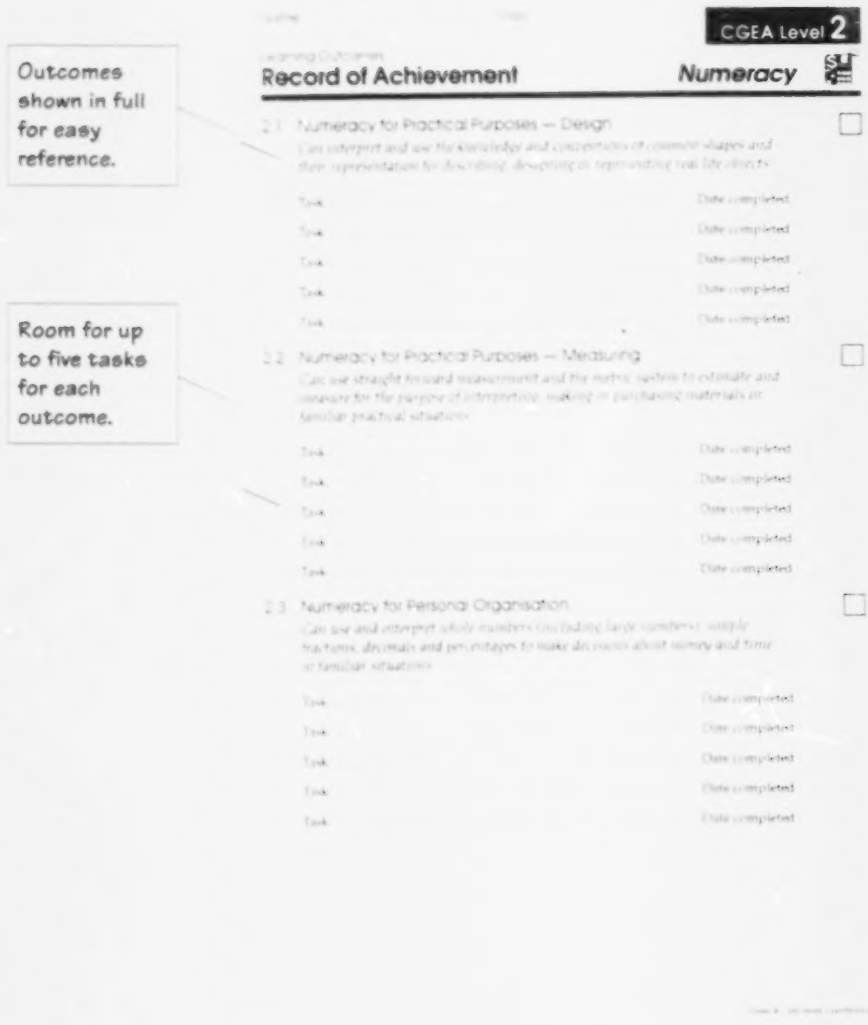
BEST COPY AVAILABLE

Assessment Records

Space for name not included: retain privacy for moderation.
Icon shows the stream for quick recognition.
CGEA Level 1
Assessment Record
1.3 Writing for Knowledge
Write a short, simple report or explanatory text on a personal or familiar subject
Just one task to each page, so it's a close-up look.
Task
Assessment Criteria
Notes
Writing Process
Purpose
Structure
Length/complexity
Mechanics
Room for details to back up the assessment.
All the assessment criteria are listed.
Tickbox for quick check on which criteria have been met.

Records of Achievement

Name and class to fill in: a personal record.



Outcomes shown in full for easy reference.

Room for up to five tasks for each outcome.

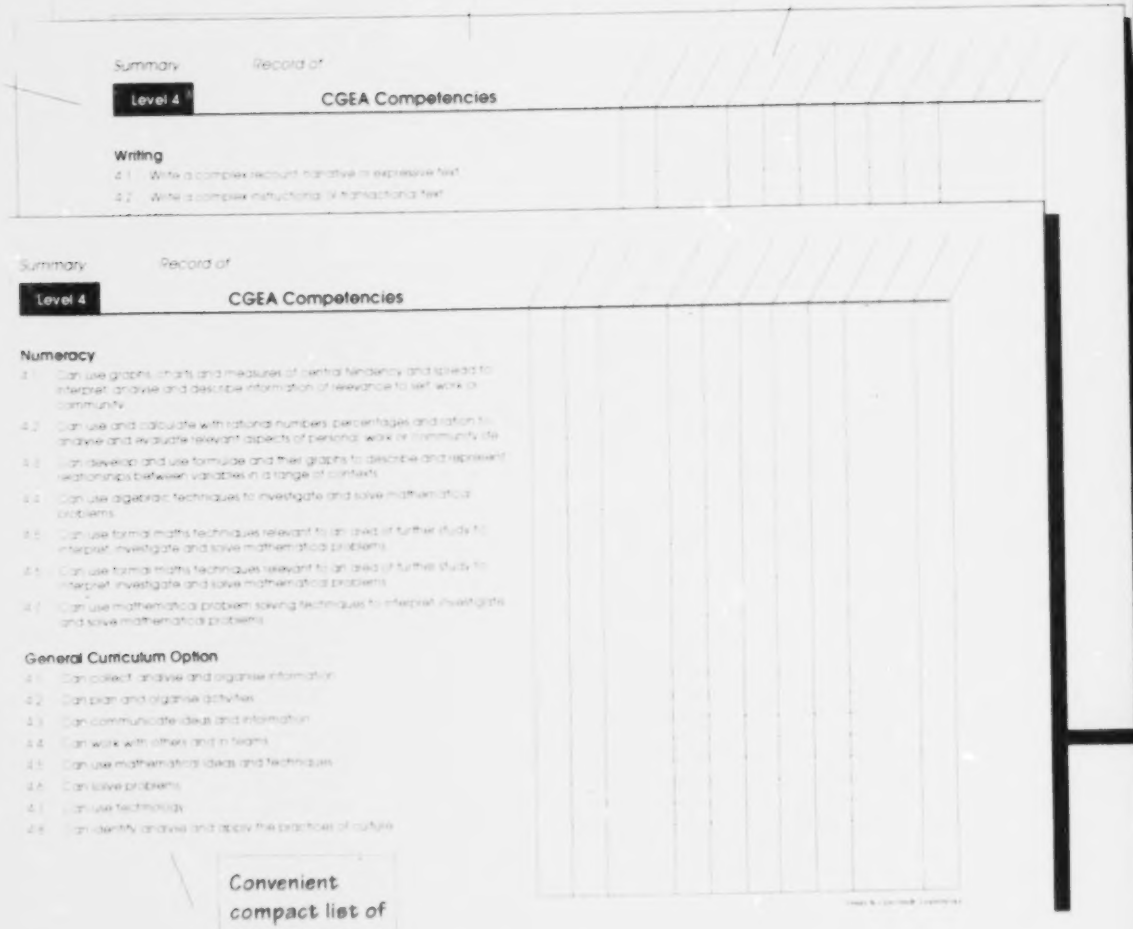
Tickbox to show when an outcome has been achieved.

Summary Sheets

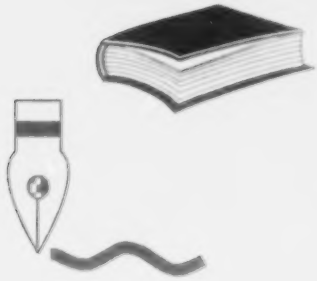
Multipurpose: you decide what to use it for.

Record up to 12 items (tasks or students or lessons).

Two pages cover this level in all streams.



Convenient compact list of all outcomes at this level.



CGEA reading & writing

Record Keeping Kit

CGEA

reading and writing

assessment records

CGEA Level 1 *Assessment Record*

1.1 Writing for Self Expression

Write a short, simple recount, narrative or expressive text on a personal or familiar subject

Task ----------

	Assessment Criteria		Notes
a	**Writing Process** use the processes of planning, drafting and editing at a rudimentary level to produce written texts	☐	----------
b	**Purpose** use language appropriate to text purpose and audience	☐	----------
c	**Structure** sequence and structure information, ideas or experiences coherently	☐	----------
d	**Length/complexity** write one or two sentences	☐	----------
e	**Mechanics** spell, punctuate and use grammar sufficiently for the meaning of the text to be understood	☐	----------

1.2 Writing for Practical Purposes

Write a short, simple instructional or transactional text on a personal or familiar subject

Task .....

.....

.....

.....

	Assessment Criteria		Notes
	Writing Process	☐	.....
a	use the processes of planning, drafting and editing at a rudimentary level to produce written texts		.....
	Purpose	☐	.....
b	use language appropriate to text purpose and audience		.....
	Structure	☐	.....
c	sequence and structure information and/or ideas or experiences coherently		.....
	Length/complexity	☐	.....
d	write one or two sentences or one or two points in note form		.....
	Mechanics	☐	.....
e	spell, punctuate and use grammar sufficiently for the meaning of the text to be understood		.....

1.3 Writing for Knowledge

Write a short, simple report or explanatory text on a personal or familiar subject

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	**Writing Process** use the processes of planning, drafting and editing at a rudimentary level to produce written texts	☐	.....
b	**Purpose** use language appropriate to text purpose and audience	☐	.....
c	**Structure** sequence and structure information and ideas coherently	☐	.....
d	**Length/complexity** write one or two sentences	☐	.....
e	**Mechanics** spell, punctuate and use grammar sufficiently for the meaning of the text to be understood	☐	.....

1.4 Writing for Public Debate

Write your opinion on a personal or familiar subject

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	**Writing Process** use the processes of planning, drafting and editing at a rudimentary level to produce written texts	☐	.....
b	**Purpose** use language appropriate to text purpose and audience	☐	.....
c	**Structure** sequence and structure ideas and information coherently	☐	.....
d	**Length/complexity** write one or two sentences	☐	.....
e	**Mechanics** spell, punctuate and use grammar sufficiently for the meaning of the text to be understood	☐	.....

1.5 Reading for Self Expression

Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text on a personal or familiar subject

Task ----------

	Assessment Criteria		Notes
	Purpose		
a	identify the purpose of the text	☐	----------
	Comprehension		
b	identify the main idea and key points in the text	☐	----------
	Critique		
c	express an opinion on the text or on the subject matter of the text	☐	----------

1.6 Reading for Practical Purposes

Demonstrate that meaning has been gained from reading a simple instructional or transactional text on a personal or familiar subject

Task ----------

	Assessment Criteria		Notes
	Purpose	☐	
a	identify the purpose of the text		
	Comprehension	☐	
b	identify the main idea and key points in the text		
	Critique	☐	
c	express an opinion on the text or on the subject matter of the text		

1.7 Reading for Knowledge

Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a personal or familiar subject

Task .....

	Assessment Criteria		Notes
a	**Purpose** identify the purpose of the text	❑	.....
b	**Comprehension** identify the main idea and key points in the text	❑	.....
c	**Critique** express an opinion on the text or on the subject matter of the text	❑	.....

1.8 Reading for Public Debate

Demonstrate that meaning has been gained from reading a simple persuasive text on a personal or familiar subject

Task ----------

	Assessment Criteria		Notes
	Purpose		
a	identify the purpose of the text	☐	
	Comprehension		
b	identify the main idea and key points in the text	☐	
	Critique		
c	express an opinion on the text or on the subject matter of the text	☐	
d	express own view on the text		

2.1 Writing for Self Expression

Write a short recount, narrative or expressive text on a familiar subject

Task ----------

	Assessment Criteria		Notes
a	**Writing Process** use the processes of planning, drafting and editing to produce written texts	☐	----------
b	**Purpose** use language and tone appropriate to text purpose and audience	☐	----------
c	**Structure** sequence and structure information ideas, and/or events coherently	☐	----------
d	**Length/complexity** write at least one paragraph	☐	----------
e	**Mechanics** spell, punctuate and use grammar sufficiently for the meaning of the text to be understood	☐	----------

2.2 Writing for Practical Purposes

Write a short instructional or transactional text on a familiar subject

Task ----------

	Assessment Criteria		Notes
a	**Writing Process** use the processes of planning, drafting and editing to produce written texts	☐	----------
b	**Purpose** use language and tone appropriate to text purpose and audience	☐	----------
c	**Structure** sequence and structure information ideas and/or events coherently	☐	----------
d	**Length/complexity** write at least one paragraph or 3 to 4 pieces of information in point form	☐	----------
e	**Mechanics** spell, punctuate and use grammar sufficiently for the meaning of the text to be understood	☐	----------

2.3 Writing for Knowledge

Write a short report or explanatory text on a familiar subject

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	**Writing Process** use the processes of planning, drafting and editing to produce written texts	☐	.....
b	**Purpose** use language and tone appropriate to text purpose and audience	☐	.....
c	**Structure** sequence and structure information and ideas coherently	☐	.....
d	**Length/complexity** write at least on paragraph	☐	.....
e	**Mechanics** spell, punctuate and use grammar sufficiently for the meaning of the text to be understood	☐	.....

2.4 Writing for Public Debate

Write a short argumentative text expressing a point of view on a familiar subject

Task ----------

	Assessment Criteria		Notes
	Writing Process	☐	
a	use the processes of planning, drafting and editing to produce written texts		
	Purpose	☐	
b	use language and tone appropriate to text purpose and audience		
	Structure	☐	
c	sequence and structure information and ideas coherently		
	Length/complexity	☐	
d	write at least one paragraph		
e	provide evidence, which may be unconditional, for point of view		
	Mechanics	☐	
f	spell, punctuate and use grammar sufficiently for the meaning of the text to be understood		

2.5 Reading for Self Expression

Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text on a familiar subject

Task ----------

	Assessment Criteria		Notes
	Purpose	☐	----------
a	identify the purpose of the text including any unstated meaning		----------
			----------

	Comprehension	☐	----------
b	identify the main ideas and key descriptive details in the text		----------
			----------

	Application	☐	----------
c	compare with texts on similar subjects or with similar text types		----------
			----------

	Critique	☐	----------
d	express an opinion on the text as a whole and on specific aspects of the text such as the characters, place		----------
			----------

2.6 Reading for Practical Purposes

Demonstrate that meaning has been gained from reading a simple instructional or transactional text on a familiar subject

Task ----------

	Assessment Criteria		Notes
a	**Purpose** identify the purpose of the text including any unstated meaning	❑	----------
b	**Comprehension** identify the main ideas and key factual descriptions or data in the text	❑	----------
c	**Application** compare with texts on similar subjects or with similar text types	❑	----------
d	**Critique** differentiate between factual information and opinions or other information conveyed by the text	❑	----------

2.7 Reading for Knowledge

Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject

Task ----------

	Assessment Criteria		Notes
a	**Purpose** identify the purpose of the text including any unstated meaning	☐	----------
b	**Comprehension** identify the main ideas and key factual descriptions or data in the text	☐	----------
c	**Application** compare with texts on similar subjects or with similar text types	☐	----------
d	**Critique** express an opinion on the text identifying any overtly expressed opinions	☐	----------

2.8 Reading for Public Debate

Demonstrate that meaning has been gained from reading a simple persuasive text on a familiar subject

Task ----------

	Assessment Criteria		Notes
	Purpose	☐	
a	identify the purpose of the text including any unstated meaning		
	Comprehension	☐	
b	identify the main ideas and key information and arguments in the text		
	Application	☐	
c	compare with texts on similar subjects or with similar text types		
	Critique	☐	
d	express an opinion on the text identifying persuasive devices used		
c	express own view on the subject		

CGEA Level 3 *Assessment Record*

3.1 Writing for Self Expression

Write a recount, narrative or expressive text

Task ----------

	Assessment Criteria		Notes
a	**Writing Process** use the processes of planning, drafting and editing to produce written texts	☐	----------
b	**Purpose** use language appropriate to text purpose and audience	☐	----------
c	**Structure** sequence and structure information, ideas and events to suit purpose	☐	----------
d	**Length/complexity** link several separate pieces of information within a text rather than treating them as separate units	☐	----------
e	**Mechanics** spell, punctuate and use grammar sufficiently for the meaning of the text to be understood	☐	----------

CGEA Level 3 *Assessment Record*

3.2 Writing for Practical Purposes

Write an instructional or transactional text

Task ----------

	Assessment Criteria		Notes
a	**Writing Process** use the processes of planning, drafting and editing level to produce written texts	❑	----------
b	**Purpose** use language and tone appropriate to text purpose and audience	❑	----------
c	**Structure** sequence and structure information and/or ideas logically to suit purpose	❑	----------
d	**Length/complexity** present several separate pieces of information within a text including detailed factual descriptions or data	❑	----------
e	**Mechanics** spell, punctuate and use grammar sufficiently for the meaning of the text to be understood	❑	----------

3.3 Writing for Knowledge

Write a report or explanatory text

Task ----------

	Assessment Criteria		Notes
a	**Writing Process** use the processes of planning, drafting and editing to produce written texts	☐	----------
b	**Purpose** use language appropriate to text purpose and audience	☐	----------
c	**Structure** sequence and structure information and ideas logically to suit purpose	☐	----------
d	**Length/complexity** relate several separate pieces of factual information within a text rather than treating them as separate units and reach a conclusion	☐	----------
e	**Mechanics** spell, punctuate and use grammar sufficiently for the meaning of the text to be understood	☐	----------

3.4 Writing for Public Debate

Write an argumentative or discursive text

Task ----------

	Assessment Criteria		Notes
	Writing Process		
a	use the processes of planning, drafting and editing to produce written texts	☐	----------
	Purpose		
b	use language and tone appropriate to text purpose and audience	☐	----------
	Structure		
c	sequence and structure information to suit purpose	☐	----------
	Length/complexity		
d	relate several ideas or pieces of information within a text rather than treating them as separate units	☐	----------
e	provide evidence and argue persuasively for a point of view		
	Mechanics		
f	spell, punctuate and use grammar sufficiently for the meaning of the text to be understood	☐	----------

3.5 Reading for Self Expression

Demonstrate that meaning has been gained from reading a narrative, recount or expressive text

Task ----------

	Assessment Criteria		Notes
a	**Purpose** identify the purpose of the text including any inferred purpose	☐	----------
b	**Comprehension** identify the means used by the author to achieve the purpose of the text	☐	----------
c	**Application** compare or contrast with other texts	☐	----------
d	**Critique** express an opinion on the effectiveness of the text taking into account its given text purpose and possible audience	☐	----------

3.6 Reading for Practical Purposes

Demonstrate that meaning has been gained from reading an instructional or transactional text

Task ----------

	Assessment Criteria		Notes
	Purpose	☐	
a	identify the purpose of the text including any inferred purpose		
	Comprehension	☐	
b	identify the means used by the author to achieve the purpose of the text including, where appropriate, the use of opinions as opposed to factual information		
	Application	☐	
c	compare or contrast with other texts		
	Critique	☐	
d	express an opinion on the effectiveness of the text taking into account its given text purpose and possible audience		

3.7 Reading for Knowledge

Demonstrate that meaning has been gained from reading an explanatory or informative text

Task ----------

	Assessment Criteria		Notes
	Purpose		
a	identify the purpose of the text including any inferred purpose	☐	----------
	Comprehension		
b	identify the means used by the author to achieve the purpose of the text	☐	----------
c	identify any missing, misleading or questionable information, evidence or examples, if appropriate to the text		----------
	Application		
d	compare or contrast with other texts	☐	----------
	Critique		
e	express an opinion on the effectiveness of the text taking into account its given text purpose and possible audience	☐	----------

3.8 Reading for Public Debate

Demonstrate that meaning has been gained from reading a persuasive or argumentative text

Task ----------

	Assessment Criteria		Notes
	Purpose		
a	identify the purpose of the text including any inferred purpose	☐	
	Comprehension		
b	identify the means used by the author to achieve the purpose of the text	☐	
	Application		
c	compare or contrast with other texts	☐	
	Critique		
d	express an opinion on the effectiveness of text and the strength and appropriateness of the evidence	☐	
e	express own view on the subject giving reasons		

4.1 Writing for Self Expression

Write a complex recount, narrative or expressive text

Task ----------

	Assessment Criteria		Notes
	Writing Process		
a	use the processes of planning, drafting and editing to produce written texts	❑	
	Purpose		
b	use language and tone appropriate to text purpose and audience	❑	
	Structure		
c	organise information to suit purpose	❑	
	Length/complexity		
d	incorporate a range of topics, beliefs, issues or experiences	❑	
e	use literacy devices and descriptions of character and atmosphere to locate people and events in time and space, to convey feelings and infer attitudes		
	Mechanics		
f	spell, punctuate and use grammar with considerable accuracy	❑	

4.2 Writing for Practical Purposes

Write a complex instructional or transactional text

Task ----------

	Assessment Criteria		Notes
	Writing Process	❑	
a	use the processes of planning, drafting and editing to produce written texts		
	Purpose	❑	
b	use language and tone appropriate to text purpose and audience		
	Structure	❑	
c	organise information and/or ideas logically to suit purpose		
	Length/complexity	❑	
d	present specialist and/or technical knowledge, highlighting features of special note		
e	present information accurately, clearly and concisely		
	Mechanics	❑	
f	spell, punctuate and use grammar with considerable accuracy		

4.3 Writing for Knowledge

Write a complex report or explanatory text

Task ----------

	Assessment Criteria		Notes
	Writing Process	☐	
a	use the processes of planning, drafting and editing to produce written texts		
	Purpose	☐	
b	use language and tone appropriate to text purpose and audience		
	Structure	☐	
c	sequence and structure information and ideas logically to suit purpose		
	Length/complexity	☐	
d	present a range of concepts and facts within a specialist field of knowledge including some abstract or technical concepts		
e	present information accurately, clearly and concisely		
	Mechanics	☐	
f	spell, punctuate and use grammar with considerable accuracy		

4.4 Writing for Public Debate

Write an complex argumentative or discursive text

Task .....

.....

.....

.....

	Assessment Criteria		Notes
	Writing Process		
a	use the processes of planning, drafting and editing to produce written texts	☐	
	Purpose		
b	use language and tone appropriate to text purpose and audience	☐	
	Structure		
c	organise information and ideas to suit purpose	☐	
	Length/complexity		
d	acknowledge opposing point/s of view	☐	
e	provide evidence to support own argument		
	Mechanics		
f	spell, punctuate and use grammar with considerable accuracy	☐	

4.5 Reading for Self Expression

Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text

Task ----------

	Assessment Criteria		Notes
	Purpose	☐	----------
a	identify the purpose of the text including any inferred purpose and the means used to achieve purpose		----------
			----------

	Comprehension	☐	----------
b	identify the fundamental point of view shaping the text and the devices used to present that point of view (e.g. characters)		----------
			----------

	Application	☐	----------
c	compare or contrast with other texts		----------

	Critique	☐	----------
d	present an opinion on the text taking into account the content and its effectiveness		----------
			----------

4.6 Reading for Practical Purposes

Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text

Task ----------

	Assessment Criteria		Notes
	Purpose		
a	identify the purpose of the text including any inferred purpose and the means used to achieve purpose	☐	
	Comprehension		
b	differentiate between instruction and interpretation	☐	
c	identify any misleading information in the text		
	Application		
d	compare and contrast with other known texts	☐	
	Critique		
e	present an opinion on the text taking into account the content and its effectiveness	☐	

4.7 Reading for Knowledge

Demonstrate that meaning has been gained from reading complex, sustained report, explanatory or informative text

Task ----------

	Assessment Criteria		Notes
	Purpose		
a	identify the purpose of the text including any inferred purpose and the means used to achieve purpose	❑	
	Comprehension		
b	differentiate between information and interpretation in the text	❑	
c	extract information relevant to given research task		
	Application		
d	compare and contrast with other texts	❑	
	Critique		
e	analyse the conclusions reached		
f	present an opinion on the text taking into account the content and the effectiveness of the text	❑	

4.8 Reading for Public Debate

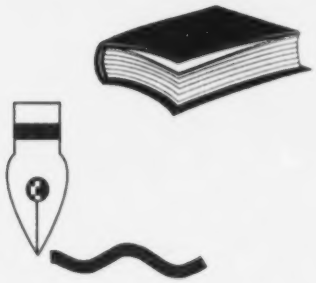
Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text

Task ----------

	Assessment Criteria		Notes
	Purpose	☐	
a	identify the purpose of the text including any inferred purpose and the means used to achieve purpose		
	Comprehension	☐	
b	identify the underlying values system implicit in the text		
	Application	☐	
c	compare and contrast with other texts		
	Critique	☐	
d	evaluate the arguments and evidence given		
e	present an opinion on the text taking into account the content and the effectiveness of the text		

CGEA

reading and writing



records of achievement

Name ..... Class .....

CGEA Level 1

Learning Outcomes

Record of Achievement

Writing

1.1 Writing for Self Expression ☐

Write a short, simple recount, narrative or expressive text on a personal or familiar subject

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

1.2 Writing for Practical Purposes ☐

Write a short, simple instructional or transactional text on a personal or familiar subject

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

1.3 Writing for Knowledge ☐

Write a short, simple report or explanatory text on a personal or familiar subject

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

1.4 Writing for Public Debate ☐

Write your opinion on a personal or familiar subject

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Record of Achievement

Reading

1.5 Reading for Self Expression ☐

Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text on a personal or familiar subject

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

1.6 Reading for Practical Purposes ☐

Demonstrate that meaning has been gained from reading a simple instructional or transactional text on a personal or familiar subject

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

1.7 Reading for Knowledge ☐

Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a personal or familiar subject

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

1.8 Reading for Public Debate ☐

Demonstrate that meaning has been gained from reading a simple persuasive text on a personal or familiar subject

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Name ..... Class .....

CGEA Level 2

Learning Outcomes

Record of Achievement

Writing

2.1 Writing for Self Expression ☐

Write a short recount, narrative or expressive text on a familiar subject

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

2.2 Writing for Practical Purposes ☐

Write a short instructional or transactional text on a familiar subject

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

2.3 Writing for Knowledge ☐

Write a short report or explanatory text on a familiar subject

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

2.4 Writing for Public Debate ☐

Write a short argumentative text expressing a point of view on a familiar subject

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Name ..... Class .....

CGEA Level 2

Learning Outcomes

Record of Achievement

Reading

2.5 Reading for Self Expression ☐

Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text on a familiar subject

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

2.6 Reading for Practical Purposes ☐

Demonstrate that meaning has been gained from reading a simple instructional or transactional text on a familiar subject

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

2.7 Reading for Knowledge ☐

Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

2.8 Reading for Public Debate ☐

Demonstrate that meaning has been gained from reading a simple persuasive text on a familiar subject

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Name ..... Class .....

CGEA Level 3

Learning Outcomes

Record of Achievement

Writing

3.1 Writing for Self Expression ☐

Write a recount, narrative or expressive text

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

3.2 Writing for Practical Purposes ☐

Write an instructional or transactional text

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

3.3 Writing for Knowledge ☐

Write a report or explanatory text

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

3.4 Writing for Public Debate ☐

Write an argumentative or discursive text

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Name ..... Class .....

CGEA Level 3

Learning Outcomes

Record of Achievement

Reading

3.5 Reading for Self Expression ☐

Demonstrate that meaning has been gained from reading a narrative, recount or expressive text

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

3.6 Reading for Practical Purposes ☐

Demonstrate that meaning has been gained from reading an instructional or transactional text

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

3.7 Reading for Knowledge ☐

Demonstrate that meaning has been gained from reading an explanatory or informative text

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

3.8 Reading for Public Debate ☐

Demonstrate that meaning has been gained from reading a persuasive or argumentative text

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Name ..... Class .....

CGEA Level 4

Learning Outcomes

Record of Achievement

Writing

4.1 Writing for Self Expression ☐

Write a complex recount, narrative or expressive text

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

4.2 Writing for Practical Purposes ☐

Write a complex instructional or transactional text

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

4.3 Writing for Knowledge ☐

Write a complex report or explanatory text

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

4.4 Writing for Public Debate ☐

Write a complex argumentative or discursive text

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

LearnWorks 2/99

Record of Achievement

Reading

4.5 Reading for Self Expression ☐

Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

4.6 Reading for Practical Purposes ☐

Demonstrate that meaning has been gained from reading a complex sustained instructional or transactional text

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

4.7 Reading for Knowledge ☐

Demonstrate that meaning has been gained from reading a complex sustained report, explanatory or informative text

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

4.8 Reading for Public Debate ☐

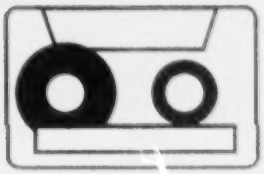
Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....



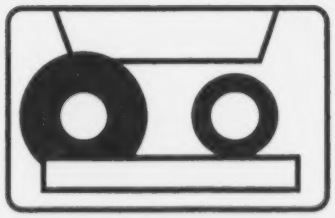
CGEA

oral communication

Record Keeping Kit

CGEA

oral communication



assessment records

1.1 Active Listening

Demonstrate that meaning has been gained from short oral texts

Task ----------

Assessment Criteria

a Select personally relevant information form a short oral text ❑

b get the gist from a short oral text

Notes

1.2 Oracy for Practical Purposes

Participate in short transactions in familiar and predictable contexts

Task .....

.....

.....

.....

Assessment Criteria		Notes
a give simple instructions on a personally familiar simple procedure	❑	.....
b Exchange or obtain goods and services in a familiar and predictable setting		.....
c elicit and give factual information in a familiar and predictable setting		.....

1.3 Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in short discussions to explore issues or solve problems on a personally familiar topic or issue

Task ----------

	Assessment Criteria		Notes
a	express an opinion on a personally familiar topic	❑	
b	participate in a small group discussion		

2.1 Active Listening

Demonstrate meaning has been gained from short oral texts which may include some unfamiliar aspects

Task .....

.....

.....

.....

Assessment Criteria		Notes
a identify key information from an oral text	❑	.....
b get the gist from a sustained oral text		.....

2.2 Oracy for Practical Purposes

Use and respond to spoken language in short transactions in familiar contexts

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	give instructions taking into account the needs of the listener	❑	.....
b	exchange or obtain goods or services		.....
c	gather and provide information		.....

2.3 Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic

Task ----------

Assessment Criteria

a express a point of view about an issue and elicit the point of view of other/s

b participate in an oral exchange requiring some negotiation

Notes

3.1 Active Listening

Extract the main ideas and most details from sustained oral texts

Task ----------

Assessment Criteria

Notes

a identify key points and supporting information in a sustained oral text ❑

b evaluate the content and effectiveness of a sustained oral text

c make systematic notes from spoken text in chosen field of knowledge

3.2 Oracy for Practical Purposes

Use and respond to spoken language in sustained transactions

Task ----------

	Assessment Criteria		Notes
a	give complex instructions	☐	
b	gather and provide detailed information		
c	give a presentation, taking into account needs of group and purpose of information, on a personally familiar topic and answer questions afterwards if appropriate		

3.3 Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in sustained discussions to explore issues or solve problems

Task ----------

	Assessment Criteria		Notes
a	participate in a group discussion on an issue, responding and contributing alternative ideas	❑	
b	use spoken language to work in collaboration with others to meet an agreed objective		

4.1 Active Listening

Respond to and evaluate complex oral texts which may include multiple and unstated meanings

Task ----------

	Assessment Criteria		Notes
a	identify key points and supporting information in a complex oral text	❑	
b	evaluate the content and effectiveness of a complex oral text		
c	make notes systematically from information presented orally covering key points and supporting information		

4.2 Oracy for Practical Purposes

Use and respond to spoken language in sustained and complex transactions across a range of contexts

Task ----------

Assessment Criteria		Notes
a give complex instructions, including difficulties to be avoided, when explaining a procedure to others	❑	
b respond to a complex inquiry or complaint, giving details of action or explanation of any difficulties		
c plan and deliver a sustained oral presentation in a group setting using appropriate staging and including open question time if appropriate		

4.3 Oracy for Exploring Issues and Problem Solving

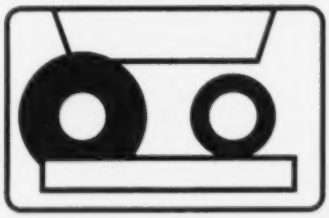
Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving across a range of contexts

Task ----------

	Assessment Criteria		Notes
a	use spoken language for the purpose of exploring ideas in an extended discussion, comparing them with those of others and questioning others to clarify ideas	❑	
b	use spoken language to work in collaboration with others to meet an agreed objective		

CGEA

oral communication



records of achievement

Name ..... Class .....

CGEA Level 1

Learning Outcomes

Record of Achievement — *Oral Communication*

1.1 Active Listening ☐

Demonstrate that meaning has been gained from short oral texts

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

1.2 Oracy for Practical Purposes ☐

Participate in short transactions in familiar and predictable contexts

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

1.3 Oracy for Exploring Issues and Problem Solving ☐

Use and respond to spoken language in short discussions to explore issues or solve problems on a personally familiar topic or issue

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Name ..... Class .....

CGEA Level 2

Learning Outcomes

Record of Achievement — *Oral Communication*

2.1 Active Listening

Demonstrate meaning has been gained from short oral texts which may include some unfamiliar aspects

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

2.2 Oracy for Practical Purposes

Use and respond to spoken language in short transactions in familiar contexts

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

2.3 Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Name ..... Class .....

CGEA Level 3

Learning Outcomes

Record of Achievement *Oral Communication*

3.1 Active Listening ☐

Extract main ideas and most details from sustained oral texts

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

3.2 Oracy for Practical Purposes ☐

Use and respond to spoken language in sustained transactions

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

3.3 Oracy for Exploring Issues and Problem Solving ☐

Use and respond to spoken language in sustained discussions to explore issues or solve problems

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Name ..... Class .....

CGEA Level 4

Learning Outcomes

Record of Achievement — *Oral Communication*

4.1 Active Listening ☐

Respond to and evaluate complex oral texts which may include multiple and unstated meanings

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

4.2 Oracy for Practical Purposes ☐

Use and respond to spoken language in sustained and complex transactions across a range of contexts

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

4.3 Oracy for Exploring Issues and Problem Solving ☐

Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving across a range of contexts

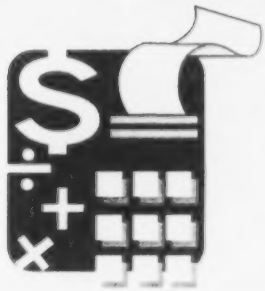
Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....



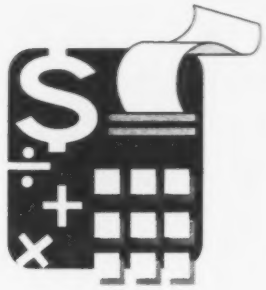
CGEA

Record Keeping Kit

numeracy & mathematics

CGEA

numeracy and mathematics



assessment records

1.1 Numeracy for Practical Purposes — Design

Can use everyday informal language of shape, size, colour and other commonly used attributes to identify and recognise shapes in the context of their common usage and application

Task ----------

Assessment Criteria

Notes

Mathematical Knowledge and Techniques

a use concepts of shape and size to describe and compare shapes

b use touch and sight of objects to classify and compare objects

---

Language

c use appropriately informal language of comparisons such as bigger than, smaller than, thicker, darker, hotter, longer, shorter etc.

d use appropriately informal language of shape such as straight, curved, square, circle

---

Interpretation

e decide on reasonableness of descriptions using personal experience, context and prior knowledge with teacher prompting

---

1.2 Numeracy for Practical Purposes — Measuring

Can use familiar simple quantities of length, mass, capacity and temperature to compare or measure materials or objects in personal situations

Task

Assessment Criteria		Notes
Mathematical knowledge and techniques		
a. can appropriately name units for measurements such as centimetres, metres, kilograms, litres, degrees Celsius, etc. to compare and measure materials or objects		
b. use whole numbers appropriately		
c. choose appropriate measuring instruments for a given range of available instruments		
d. use measuring instruments correctly eg. begins from zero		
Language		
e. use orally and in writing common units and their abbreviations		
Interpretation		
f. [illegible]		

1.3 Numeracy for Personal Organisation

Can identify and use familiar everyday numbers, and units of money and time to make decisions about money and time in personal situations

Task

Assessment Criteria

Mathematical knowledge and techniques

a. read, write, interpret and compare numbers related to time on relevant documents or in familiar situations

b. read, write, interpret and compare numbers related to time on relevant documents or in familiar situations

c. make comparisons and perform simple one step calculations with money

d. interpret the language of a simple fraction such as 1/2, 1/4 as applied to time

e. read and use time measuring devices such as clocks, watches, calendars

Language

f. use orally the language of time such as hours, minutes, days, weeks, months, before/after, longer/shorter

g. use and interpret money notation and symbols, and associated language such as more/less, cheaper/more expensive, dearer, double, halve, total, etc.

Interpretation

h. make use of personal experience with teacher prompting

Notes

1.4 Numeracy for Personal Organisation — Location

Can use simple everyday language of location to give and follow informal oral directions

Task

Assessment Criteria		Notes
Mathematical knowledge and techniques a. [illegible] b. use oral/written simple instructions for moving between locations c. describe orally the relative location of two or more objects	☐	
Language d. use orally the informal language of position such as over/under, in front/behind, left/right, up/down, through, opposite, on the corner, next to	☐	
Interpretation e. [illegible]	☐	

1.5 Numeracy for Interpreting Society — Data

Can use simple everyday graphs and charts to interpret public information which is of personal interest or use

Task

Assessment Criteria

Notes

Mathematical Knowledge and Techniques

a. [illegible] read and interpret whole numbers and percentages used on relevant charts and graphs

b. read and interpret whole numbers and percentages used on relevant charts and graphs

c. interpret text that incorporates graphs and charts by locating and reporting orally on specific information

Language

d. use orally the language of graphs and charts such as chart, graph, highest, lowest, most, least

Interpretation

e. [illegible] information in graphs or charts to make predictions, opinions and explanations

1.6 Numeracy for Interpreting Society — Numerical Information

Can use simple everyday numbers and figures to interpret information which is in texts of personal relevance or interest

Task ----------

Assessment Criteria

Mathematical Knowledge and Techniques

a recognise in everyday texts or tables whole numbers and familiar fractions

b interpret and order whole numbers and familiar, simple fractions in everyday texts or simple tables

c demonstrate knowledge of place value for whole numbers by naming numbers and matching numerals to written and spoken words

Language

d write and say numbers in numerals and words

e use common words for ordering and comparing numbers such as smaller, bigger, larger, first, second, between, etc.

Interpretation

f relate meaning of the numbers in the text to personal experience, beliefs, opinions or expectations in response to specific questioning from the teacher

Notes

2.1 Numeracy for Practical Purposes — Design

Can interpret and use the knowledge and conventions of common shapes and their representation for describing, designing or representing real life objects

Task ----------

Assessment Criteria		Notes
Mathematical Knowledge and Techniques	☐	
a recognise common 2 and 3 dimensional shapes		
b interpret plans and diagrams, and their conventions, for representing familiar real life objects		
c assemble or model 3 dimensional objects by following construction, instructions, plans or diagrams		
d represent simple 3 dimensional objects in diagrammatic form		
Language	☐	
e use the language of shape such as rectangle, triangle, square, cube, cylinder, pyramid etc. and descriptions such as horizontal, vertical and parallel		
Interpretation	☐	
f compare and check whether finished product represents original object and vice versa		

2.2 Numeracy for Practical Purposes — Measuring

Can use straight forward measurement and the metric system to estimate and measure for the purpose of interpreting, making or purchasing materials in familiar practical situations

Task ----------

Assessment Criteria		Notes
	Mathematical Knowledge and Techniques ☐	
a	use appropriate prefixes such as centi, milli, kilo to the common base units of measurement	
b	choose and perform arithmetic operations where appropriate	
c	use whole numbers, fractions and decimals and where necessary linking their equivalent forms	
d	convert within the metric system when necessary (conversions not necessarily in decimal form e.g. 3500m is $3^1/_2$ km)	
e	make initial estimate of measurements	
f	choose appropriately accurate measuring instruments and use them correctly to measure	
g	read and interpret detailed calibrations on a range of familiar measuring instruments	
	Language ☐	
h	use the words, symbols and conventions for measurement units and rates such as litres, l, millilitres, ml, $/m, $/l, $/kg, etc.	
	Interpretation ☐	
i	decide on reasonableness of measurement using personal experience, context and prior knowledge and checks against initial estimate	
j	interpret the measurement in terms of the purpose of the practical situation	

2.3 Numeracy for Personal Organisation

Can use and interpret whole numbers (including large numbers), simple fractions, decimals and percentages to make decisions about money and time in familiar situations

Task ----------

	Assessment Criteria		Notes
	Mathematical Knowledge and Techniques	☐	
a	use place value concepts for whole numbers and decimals to interpret and compare written and spoken numbers involving money		
b	use and calculate with time		
c	use number facts and rounding to give rough estimate of numerical calculations		
d	calculate accurate percentage amounts using a calculator		
e	interpret and compare commonly used fractions, decimals and percentages relating to money or time		
f	use either formal pen and paper methods or a calculator to obtain accurate results for calculations involving the standard arithmetic operations		
g	convert between common fraction, decimal and percentage forms for simplification of calculations, such as .25 or 25% to $^1/_4$		
	Language	☐	
h	read, write and use orally whole numbers, fractions, decimals and percentages in numerals, words and symbols		
i	use common words for ordering and comparing numbers such as smaller, bigger, larger, first, second, between, less than etc.		
j	identify and use appropriate words, phrases and symbols for arithmetical operations such as add, and, total, subtract, minus, take away, from, times, multiply, share, divide, ten percent of, a quarter of, double, etc.		
	Interpretation	☐	
k	explain the meaning of calculation results and check feasibility in terms of the practical situation		

2.4 Numeracy for Personal Organisation — Location

Can use simple everyday language of location to give and follow informal oral and written directions

Task ----------

Assessment Criteria

Mathematical Knowledge and Techniques

a interpret key features of maps or directories

b estimate distances using the scale indicator on maps or directories using numerically marked distances an/or visual distance indicator

c interpret distances in terms of approximate travelling time such as 15 minutes walk, or 2 hours drive

d use familiar maps or directories to describe or follow routes between locations

e use map indexes and keys to locate particular places of interest

f draw rough sketch maps of familiar areas to describe route or location of building or feature of interest

Language

g use and interpret, orally and in writing, a range of informal and some formal, language of direction such as North, East, clockwise/anticlockwise, $^1/_2$ turn, $^1/_4$ turn, 180° degree turn

h read and interpret major keys and symbols on maps and directions

Interpretation

i decide on effectiveness of given directions by checking the results and interpretations

Notes

2.5 Numeracy for Interpreting Society — Data

Can use and create everyday graphs and charts to represent and interpret public information which is of interest or relevance

Task ----------

Assessment Criteria

Notes

Mathematical Knowledge and Techniques

- a interpret the key features, conventions and vocabulary of everyday graphs or charts, including the concept of scale
- b use whole numbers, percentages, decimals and simple ratios found on charts and graphs
- c collect, sort and record data in a table using simple techniques
- d interpret and discuss meaning of text that incorporates graphs or charts
- e mark scales and axes appropriately
- f represent data in simple bar or line graphs

Language

- g use the descriptive language of graphs and charts such as maximum, minimum, increasing, decreasing, going up, constant, changing, slope, etc.

Interpretation

- h relate meaning/information of graph or chart in terms of personal implications and/or social consequences
- i decide on the fairness or bias of the data in response to teacher prompting

2.6 Numeracy for Interpreting Society — Numerical Information

Can identify and translate everyday numerical concepts to interpret public information which is in texts of interest or relevance

Task ----------

Assessment Criteria		Notes
Mathematical Knowledge and Techniques	☐	
a use place value concepts for whole numbers and decimals to interpret and compare written and spoken numbers		
b interpret and compare commonly used fractions, decimals and percentages		
c use number facts and rounding to give rough estimate to numerical calculations		
d use either formal pen and paper methods or a calculator to obtain accurate results for calculations involving the standard arithmetic operations		
e convert between common fraction, decimal and percentage forms for simplification of calculations, such as .25 or 25% to $^1/_4$		
f calculate fractions of whole number quantities only		
Language	☐	
g read, write and use orally whole numbers, fractions, decimal and percentages in numerals, words and symbols		
h use common words for ordering and comparing numbers such as smaller, bigger, larger, first, second, between, less than etc.		
i identify and use appropriately words, phrases and symbols for arithmetical operations such as add, and, total, subtract, minus, take away, from, times, multiply, share, divide, ten percent of, a quarter of, double, etc.		
Interpretation	☐	
j relate meaning of the numerical concepts in the text to personal experience, beliefs, opinions or expectations in response to teacher promoting		

3.1 Numeracy for Practical Purposes — Design

Can translate between 2 dimensional and 3 dimensional real life objects and their diagrammatic representations for the purposes of measurement, design, and interpretation

Task .....

.....

.....

.....

Assessment Criteria		Notes
Mathematical Knowledge and Techniques	☐	.....
a apply ratio to scales and similar figures		.....
b describe the properties of shapes using the concepts of angles, symmetry and similarity		.....
c interpret plans and diagrams of 3 dimensional objects and the conventions for representing them		.....
d draw diagrams which include appropriate use of conventions such as scales expressed in ratio form, clear indications of dimensions, clear labelling, etc.		.....
Language	☐	.....
e use the language of shape such as rectangle, triangle, square, isosceles, regular, polygon, hexagon, diagonal, sphere, cube, cylinder, pyramid etc. and descriptions such as horizontal, vertical, perpendicular and parallel		.....
f use the symbols and conventions for scales and angles such as :, °, etc.		.....
g use the words, symbols and conventions for relevant measurement units such as m, cm, mm, °, etc.		.....
Interpretation	☐	.....
h judge whether models, diagrams or plans are representative of original object or vice versa.		.....

3.2 Numeracy for Practical Purposes — Measuring

Can use measurements, the metric system and simple measurement formulae for the purpose of interpreting, making or purchasing materials in practical situations

Task .....

.....

.....

.....

Assessment Criteria		Notes
	Mathematical Knowledge and Techniques ☐	
a	interpret and use the concepts and units of perimeter, area and volume	
b	choose and use appropriate formulae for the areas of rectangles and volumes of cuboids	
c	convert between metric units by applying knowledge of metric prefixes including decimal forms	
d	choose and perform arithmetic operations where appropriate	
e	approximate areas and volumes of relevant irregular shapes by using knowledge of standard areas and volumes	
f	make and initial estimate of measurements	
g	choose appropriately accurate measuring instrument and use it correctly to measure	
h	read an interpret detailed calibrations on a range of measuring instruments	
	Language ☐	
i	use the words, symbols and conventions for measurement units and rates such as metres squared, m^2, hectares, building squares, cc, cm^3, m^3, \$/m, \$/m^2, etc.	
	Interpretation ☐	
j	use estimation skills such as mental arithmetic, visualisation of size and quantity to check outcomes against initial estimates and rough calculations	
k	evaluate the measurements and calculations in terms of the purpose of the practical situation	

3.3 Numeracy for Personal Organisation

Can use the conventions of distance, locations and direction to read, create and use maps

Task .....

.....

.....

.....

Assessment Criteria

Mathematical Knowledge and Techniques

a use scales expressed visually or in ratio form to determine distances on maps or directories

b apply rates concepts such as speed, fuel consumption rates, price rates, to practical calculations of time and cost related to distances to be travelled

c measure and estimate angles relating to distance

d determine approximate distance and direction between locations using simple scales or ratios on a map

e interpret distances in terms of approximate travelling time

f describe routes using appropriate language orally, in writing, or using sketch maps

Language

g interpret and use symbols for distance, speed and rates, including ratio notation, visual keys, terminology such as km/h, kph, litres/100km, $/l

h interpret and use language, symbols and conventions for directions such as SW, S45W, or bearing of 225°

Interpretation

i decide whether descriptions are accurate by self checking and observations of other interpretations

j evaluate calculations through combination of estimation techniques and reference to prior experience and knowledge

Notes

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3.4 Numeracy for Interpreting Society — Data

Can use and create graphs and charts, and calculate and use averages, in order to interpret and reflect on information of relevance to self, work or community

Task .....

.....

.....

.....

Assessment Criteria

Mathematical knowledge and techniques

c collect and represent data in graphical form using appropriate scales and axes

b use whole numbers, percentages, decimals, ratios found in statistical information, including charts and graphs

c calculate the three averages — mean, median and mode — for sets of ungrouped data

Language

d use a range of descriptive language of graphs, charts and averages such as maximum, minimum, increasing, decreasing, constant, slope, fluctuating, average, above/below average etc.

Interpretation

e interpret meaning of data, graphs, charts and accompanying text in terms of personal implications, social consequences, and their validity and accuracy

f comprehend the meaning of the three types of averages — mean, median and mode — in terms of personal implications, social consequences

Notes

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3.5 Numeracy for Interpreting Society — Numerical Information

Can use and calculate with fractions, percentages, decimals, rates and large numbers, to reflect on aspects of personal, work or community life

Task .....

.....

.....

.....

Assessment Criteria

Mathematical Knowledge and Techniques

- *c* choose appropriate mathematical procedures, related to concepts such as percentages, rates, ratios or probability
- *b* make a rough estimate to numerical calculations
- *c* select and accurately calculate with arithmetical operations using interchangeably the equivalent values for fractions, decimals and percentages, choosing a form appropriate to the calculation and apply them in the correct sequence
- *d* use the meaning of percentages such as 4% means $4 out of every $100, etc. to roughly calculate simple percentages
- *e* use a calculator to accurately perform above calculations

Language

- *f* read and write decimal numbers such as point two four five, 0.245, two and five thousandths, 2.005, etc.
- *g* use appropriately the common words, phrases and symbols for mathematical procedures such as percentages, rates, and arithmetical operations

Interpretation

- *h* check the reasonableness of calculations against initial rough estimates and interpret the meaning of the result in terms of personal and/or social consequences

Notes

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3.6 Numeracy for Knowledge — Further Study in Maths (formulae)

Can develop and use simple formulae to describe and represent relevant relationships between variable in real life contexts

Task .....

.....

.....

.....

Assessment Criteria		Notes
	Mathematical Knowledge and Techniques ❑	.....
a	develop simple formulae and algebraic expressions which generalise straightforward number patterns or relationships between variables in familiar contexts such as cooking, repair charges, mixing chemicals, area and volume, etc.	.....
b	substitute appropriate into developed formulae to find particular values	.....
c	translate simple worded problems involving unknown quantities into simple equations	.....
d	solve simple equations using informal techniques such as backtracking, or guess, check and improve	.....
	Language ❑	.....
e	make verbal generalisations of the number patterns or relationships being investigated using language such as doubling, halving, squaring, "$25 plus $60 per hour", etc.	.....
f	use informal and some symbolic notation and representation of algebraic expressions such as letters, brackets, ❑'s conventions for multiplication and division in algebra, etc.	.....
	Interpretation ❑	.....
g	decide on the effectiveness of the developed formulae by substituting known values	.....
h	interpret the results obtained in the context of the original problem	.....

3.7 Numeracy for Knowledge — Further Study in Maths (problem solving)

Can use simple mathematical problem solving techniques to interpret and solve straight forward mathematical problems

Task .....

Assessment Criteria

Mathematical Knowledge and Techniques

a *interpret and extract relevant information for text or problem solving activity by using appropriate techniques such as restating/rewriting, drawing diagrams or sketch, etc.*

b *use a range of appropriate problem solving techniques selected from strategies such as guess and check, elimination, making a table, diagram or sketch, using patterns, simplifying, concrete modelling etc.*

Language

c use appropriately both oral and written language to explain procedures used and to communicate the outcomes of the problem

Interpretation

d *interpret and comment upon the results obtained in the context of the original problem*

Notes

4.1 Numeracy for Interpreting Society — Data

Can use graphs, charts and measures of central tendency and spread to interpret, analyse and describe information of relevance to self, work or community

Task ----------

Assessment Criteria

Mathematical Knowledge and Techniques

a collect, group and represent statistical data in appropriate graphical form

b use whole numbers, percentages, decimals or ratios used in a range of statistical information

c find the three measures of central tendency — mean, median and modal class — for grouped data

d calculate common measures of spread such as the range and common percentiles

Language

e use the descriptive language of graphs, charts and measures of central tendency and spread such as maximum, minimum, increasing, decreasing, constant, slope, fluctuating, average, above/below average, distorted, top 10% etc.

f use appropriate words and symbols for graphs, charts and measures of central tendency and spread such as frequency, f, x, etc.

Interpretation

g analyse the meaning on data, graphs and charts, any measure of central tendency and spread, and the accompanying text in terms of personal implications, social consequences, and their validity and accuracy

h identify whether graphs or statistics have been used to distort or exaggerate

Notes

4.2 Numeracy for Interpreting Society — Numerical Information

Can use and calculate with rational numbers, percentages and ratios to analyse and evaluate relevant aspects of personal, work or community life

Task ----------

Assessment Criteria

Mathematical Knowledge and Techniques

a choose appropriate mathematical procedures, such as percentages, rates, ratios, probability and chance, and apply them in the correct sequence

b make a rough estimate to numerical calculations

c select and accurately calculate with rational numbers (including signed numbers and numbers expressed in scientific notation) and arithmetical operations using interchangeably the equivalent values for fractions, decimals, ratios and percentages, choosing a form appropriate to the calculation

Language

d use appropriately words, phrases and symbols for rational numbers and mathematical procedures

Interpretation

e analyse the uses of the numbers and mathematical concepts and reflect on the meaning of the solutions in terms of their validity and accuracy and their personal implications and social consequences

Notes

4.3 Numeracy for Knowledge — Further Study in Maths (formulae and graphs)

Can develop and use formulae and their graphs to describe and represent relationships between variables in a range of contexts

Task .....

	Assessment Criteria		Notes
	Mathematical Knowledge and Techniques	☐	
a	use algebraic rules, formulae, graphs and their conventions		
b	identify general shapes and major characteristics of linear and simple non-linear graphs and interpret their real world meanings		
c	create own equations, rules or sketch graphs from worded problems or observed situations		
d	develop algebraic expression, rules, formulae, or sketch graphs to generalise straightforward number patterns or observable relationships between variables		
e	draw graphs using techniques such as plotting points; sketching from known main features of algebraic function; or using technology like a graphing calculator or computer package		
f	use graphical techniques to solve equations		
	Language	☐	
g	use symbolic notation and the representation of algebra such as simple indices, square roots, brackets, alternative conventions for division, and signed numbers to express and interpret formulae, rules and equations		
	Interpretation	☐	
h	interpret and evaluate results obtained in the context of the original problem		

4.4 Numeracy for Knowledge — Further Study in Maths (algebraic techniques)

Can use algebraic techniques to investigate and solve mathematical problems

Task ----------

	Assessment Criteria		Notes
	Mathematical Knowledge and Techniques	☐	
a	demonstrate knowledge of the conventions and use of algebra		
b	create equations in problem solving situations which involve one or two unknowns		
c	recognise the potential for algebraic techniques in problem solving situations		
d	substitute appropriately in formulae or algebraic expressions to find particular values		
e	solve a range of equations using a variety of techniques such as: same operation on both sides; backtracking; factorising; or guess, check and improve		
	Language	☐	
f	use symbolic notation and the representation of algebra such as indices, square roots, brackets, alternative conventions for division, and signed numbers to express and interpret formulae, rules and equations		
	Interpretation	☐	
g	interpret and evaluate results obtained in the context of the original problem		

4.5 Numeracy for Knowledge — Further Study in Maths (Area A)

Can use formal maths techniques relevant to an area of further study to interpret, investigate and solve mathematical problems

Task ----------

Assessment Criteria		Notes
Mathematical Knowledge and Techniques	❑	
a identify a range of appropriate mathematical knowledge for the area being studied		
b apply and use appropriate mathematical skills and techniques from the area to solve mathematical problems		
c use specialised calculator functions relevant to the mathematical area such as trigonometric, statistical, power functions		
Language	❑	
d use appropriately both oral and formal written language and symbols related to the maths area		
Interpretation	❑	
e determine the appropriate degree of accuracy required for the situation		
f interpret and comment upon the results obtained in the context of the original problem		

4.6 Numeracy for Knowledge — Further Study in Maths (Area B)

Can use formal maths techniques relevant to an area of further study to interpret, investigate and solve mathematical problems

Task ----------

Assessment Criteria

Mathematical Knowledge and Techniques

a identify a range of appropriate mathematical knowledge for the area being studied

b apply and use appropriate mathematical skills and techniques for the area to solve mathematical problems

c use specialised calculator functions relevant to the mathematical area such as trigonometric, statistical, power functions

Language

d use appropriately both oral and formal written language and symbols related to the maths area

Interpretation

e determine the appropriate degree of accuracy required for the situation

f interpret and comment upon the results obtained in the context of the original problem

Notes

4.7 Numeracy for Knowledge — Further Study in Maths (problem solving)

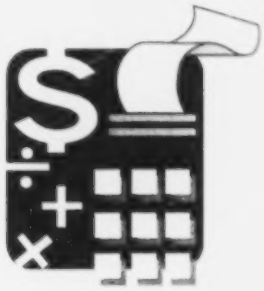
Can use mathematical problem solving techniques to interpret, investigate and solve mathematical problems

Task ----------

Assessment Criteria		Notes
Mathematical Knowledge and Techniques	☐	----------
a interpret and extract relevant information from text or problem solving activity by using appropriate techniques such as restating/rewriting, drawing diagrams or sketch, etc.		----------
b use a range of appropriate problem solving techniques selected from strategies such as: guess and check; elimination; making a table, diagram or sketch; using patterns, rules, relationships; simplifying; or using a model or graph; etc.		----------
Language	☐	----------
c use appropriately both oral and written language of problem solving and related mathematical areas to explain procedures used to solve a context based problem and to communicate the outcomes of the problem		----------
Interpretation	☐	----------
d interpret and comment upon the results obtained in the context of the original problem		----------

CGEA

numeracy and mathematics



records of achievement

101

Name ..... Class .....

CGEA Level 1

Learning Outcomes

Record of Achievement

Numeracy

1.1 Numeracy for Practical Purposes — Design ☐

Can use everyday language of shape, size, colour and other commonly used attributes to identify and recognise shapes in the context of their usage and application

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

1.2 Numeracy for Practical Purposes — Measuring ☐

Can use familiar simple qualities of length, mass, capacity and temperature to compare or measure materials or objects in personal situations

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

1.3 Numeracy for Personal Organisation ☐

Can identify and use familiar everyday numbers, and units of money and time to make decisions about money and time in personal situations

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

LearnWorks 2/92

1.4 Numeracy for Personal Organisation — Location ☐

Can use simple everyday language to give and follow informal oral directions

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

1.5 Numeracy for Interpreting Society — Data ☐

Can use simple everyday graphs and charts to interpret public information which is of personal interest or use

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

1.6 Numeracy for Interpreting Society — Numerical Information ☐

Can use simple everyday numbers and figures to interpret information which is in texts of personal relevance or interest

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Requirement

Students must demonstrate competency in **five** of the six learning outcomes to be credited with this module.

Name ..... Class .....

CGEA Level 2

Learning Outcomes

Record of Achievement

Numeracy

2.1 Numeracy for Practical Purposes — Design ☐

Can interpret and use the knowledge and conventions of common shapes and their representation for describing, designing or representing real life objects

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

2.2 Numeracy for Practical Purposes — Measuring ☐

Can use straight forward measurement and the metric system to estimate and measure for the purpose of interpreting, making or purchasing materials in familiar practical situations

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

2.3 Numeracy for Personal Organisation ☐

Can use and interpret whole numbers (including large numbers), simple fractions, decimals and percentages to make decisions about money and time in familiar situations

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Name ..... Class .....

CGEA Level 2

Learning Outcomes

Record of Achievement

Numeracy

2.4 Numeracy for Personal Organisation — Location ☐

Can interpret and use everyday language and symbols of location and direction to give and follow oral and written directions

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

2.5 Numeracy for Interpreting Society — Data ☐

Can use and create everyday graphs and charts to represent and interpret public information which is of interest or relevance

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

2.6 Numeracy for Interpreting Society — Numerical Information ☐

Can identify and translate everyday numerical concepts to interpret public information which is in texts of interest or relevance

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Requirement

Students must demonstrate competency in **five** of the six learning outcomes to be credited with this module.

Name ..... Class .....

CGEA Level 3

Learning Outcomes

Record of Achievement

Numeracy

3.1 Numeracy for Practical Purposes — Design ☐

Can translate between 2 dimensional and 3 dimensional real life objects and their diagrammatic representations for the purposes of measurement, design, and interpretation

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

3.2 Numeracy for Practical Purposes — Measuring ☐

Can use measurement, the metric system and simple measurement formulae for the purpose of interpreting, making or purchasing materials in practical situations

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

3.3 Numeracy for Personal Organisation ☐

Can use the conventions of distance, location and direction to read, create and use maps.

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

LearnWorks 2/92

Name ..... Class .....

CGEA Level 3

Learning Outcomes

Record of Achievement

Numeracy

3.4 Numeracy for Interpreting Society — Data ☐

Can use and create graphs and charts, and calculate and use averages, in order to interpret and reflect on information of relevance to self, work or community

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

3.5 Numeracy for Interpreting Society — Numerical Information ☐

Can use, and calculate with, fractions, percentages, decimals, rates and large numbers, to reflect on aspects of personal, work or community life

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

3.6 Numeracy for Knowledge — Further Study in Maths (formulae) ☐

Can develop and use simple formulae to describe and represent relationships between variables in real life contexts

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

3.7 Numeracy for Knowledge — Further Study in Maths (problem solving) ☐

Can use simple mathematical problem solving techniques to interpret and solve straight forward mathematical problems

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Requirement

Students must demonstrate competency in **six** of the seven learning outcomes to be credited with this module.

Name ..... Class .....

CGEA Level 4

Learning Outcomes

Record of Achievement

Numeracy

4.1 Numeracy for Interpreting Society — Data ☐

Can use graphs, charts and measures of central tendency and spread to interpret, analyse and describe information of relevance to self, work or community

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

4.2 Numeracy for Interpreting Society — Numerical Information ☐

Can use and calculate with rational numbers, percentages and ratios to analyse and evaluate relevant aspects of personal, work or community life

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

4.3 Numeracy for Knowledge — Further Study in Maths (formulae & graphs) ☐

Can develop and use formulae and their graphs to describe and represent relationships between variables in a range of contexts

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

4.4 Numeracy for Knowledge — Further Study in Maths (algebraic tech.) ☐

Can use algebraic techniques to investigate and solve mathematical problems

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

LearnWorks 2/92

Name ..... Class .....

CGEA Level 4

Learning Outcomes

Record of Achievement — Numeracy

4.5 Numeracy for Knowledge — Further Study in Maths (Area A) ☐

Can use formal maths techniques relevant to an area of further study to interpret, investigate and solve mathematical problems

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

4.6 Numeracy for Knowledge — Further Study in Maths (Area B) ☐

Can use formal maths techniques relevant to an area of further study to interpret, investigate and solve mathematical problems

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

4.7 Numeracy for Knowledge — Further Study in Maths (problem solving) ☐

Can use mathematical problem solving techniques to interpret, investigate and solve mathematical problems

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Task: ..... Date completed .....

Requirement

Students must demonstrate competency in six of the seven learning outcomes to be credited with this module.

LearnWorks 2/92

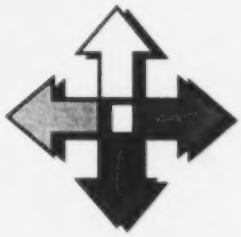
CGEA

Record Keeping Kit

general curriculum options

CGEA

general curriculum options



assessment records

1.1 General Curriculum Options

Can collect, analyse and organise information

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	follow task guidelines for the collection, analysis, and organisation of information	☐	
b	access and record information from a given source		
c	organise information into predetermined categories where relevant		
d	check information for completeness and accuracy		

1.2 General Curriculum Options

Can plan and organise activities

Task .....

.....

.....

.....

Assessment Criteria		Notes
a carry out and finish a planned activity	❑	
b check that instructions have been followed accurately		
c clarify and use established priorities		

1.3 General Curriculum Options

Can communicate ideas and information

Task ----------

Assessment Criteria

a use the form of the communication most appropriate to the anticipated context and audience ❑

b communicate using prescribed form and style

c organise information for clear and coherent communication

d check the communication for accuracy and effectiveness

Notes

1.4 General Curriculum Options

Can work with others and in teams

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	demonstrate an understanding of what is to be achieved by working with others	❑	
b	identify and respond to different roles and perspectives		
c	work with others to achieve agreed objectives within agreed time frames		

1.5 General Curriculum Options

Can use mathematical ideas and techniques

Task ----------

	Assessment Criteria		Notes
a	clarify the nature of the outcome sought	❑	
b	select the ideas or techniques for the task		
c	use simple mathematical ideas and language to perform real tasks		
d	check through personal experience that the answer makes sense in the context		

1.6 General Curriculum Options

Can solve problems

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	identify a problem and how it can be solved	☐	
b	maintain focus through to an appropriate completion		
c	respond to faults and difficulties as they arise		
d	check whether the problem has been solved efficiently		

1.7 General Curriculum Options

Can use technology

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	explain the objectives for the use of technology	☐	
b	comply with the guidelines for health and safety, environmental impact or ethical practice as, or if, appropriate		
c	use technological equipment and materials proficiently to suit the conditions and the level of personal physical ability		

1.8 General Curriculum Options

Can identify, analyse and apply the practices of culture

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	distinguish the range of languages, forms of English and other methods of communication used in the learning environment and/or field of study	❑	
b	identity more than one method of communicating effectively		
c	identify the rights and responsibilities of self and others and apply them in the learning environment and/or field of study		

2.1 General Curriculum Options

Can collect, analyse and organise information

Task ----------

Assessment Criteria

a follow task guidelines for the collection, analysis, and organisation of information ☐

b access and record information from a given source

c organise information into predetermined categories where relevant

d check information for completeness and accuracy

Notes

2.2 General Curriculum Options

Can plan and organise activities

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	carry out and finish a planned activity	☐	
b	check that instructions have been followed accurately		
c	clarify and use established priorities		

2.3 General Curriculum Options

Can communicate ideas and information

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	use the form of the communication most appropriate to the anticipated context and audience	❑	
b	communicate using prescribed form and style		
c	communicate clearly and coherently so that prescribed information is organised for the purpose		
d	check the communication for accuracy and effectiveness		

2.4 General Curriculum Options

Can work with others and in teams

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	demonstrate an understanding of what is to be achieved by working with others	☐	
b	identify and respond to different roles and perspectives		
c	work with others to achieve agreed objectives within agreed time frames		

2.5 General Curriculum Options

Can use mathematical ideas and techniques

Task ----------

Assessment Criteria

a clarify the nature of the outcome sought ☐

b select the ideas or techniques for the task

c use simple mathematical ideas and language to perform real tasks

d check through personal experience that the answer makes sense in the context

Notes

2.6 General Curriculum Options

Can solve problems

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	identify a problem and how it can be solved	☐	
b	maintain focus through to an appropriate completion		
c	respond to faults and difficulties as they arise		
d	check whether the problem has been solved efficiently		

2.7 General Curriculum Options

Can use technology

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	explain the objectives for the use of technology	☐	
b	comply with the guidelines for health and safety, environmental impact or ethical practice as, or if, appropriate		
c	use technological equipment and materials proficiently to suit the conditions and the level of personal physical ability		

2.8 General Curriculum Options

Can identify, analyse and apply the practices of culture

Task ----------

	Assessment Criteria		Notes
a	distinguish the range of languages, forms of English and other methods of communication used in the learning environment and/or field of study	☐	
b	identify more than one method of communicating effectively		
c	identify the rights and responsibilities of self and others and apply them in the learning environment and/or field of study		

3.1 General Curriculum Options

Can collect, analyse and organise information

Task ----------

Assessment Criteria

a establish the needs of the audience and the purposes of the information ❑

b access and record information from a variety of sources

c select categories or structures by which to organise information

d assess information for relevance, accuracy and completeness

Notes

3.2 General Curriculum Options

Can plan and organise activities

Task .....

.....

.....

.....

Assessment Criteria		Notes
a co-ordinate and manage processes to achieve defined objectives	☐	
b work to improve or enhance quality of outcomes and process		
c establish effective work priorities		

3.3 General Curriculum Options

Can communicate ideas and information

Task ----------

	Assessment Criteria		Notes
a	adapt ideas and information to anticipated contexts and audiences	☐	
b	communicate by choosing from a set of alternative modes and styles the most appropriate to a particular context and audience		
c	establish and convey coherence among a range of different ideas and information		
d	revise communication in light of feedback		

3.4 General Curriculum Options

Can work with others and in teams

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	interpret purposes and objectives to be achieved by working with others	☐	
b	organise procedures and time frames to take account of different roles and perspectives		
c	work with others to achieve agreed objectives		

3.5 General Curriculum Options

Can use mathematical ideas and techniques

Task ----------

	Assessment Criteria		Notes
a	clarify the purpose of the activity and the nature of the outcomes sought	❑	
b	identify the mathematical ideas and techniques which are applicable		
c	select, sequence and apply relevant mathematical ideas and techniques		
d	judge the level of accuracy appropriate to the situation		
e	interpret results and check that the answer makes sense in the context		

3.6 General Curriculum Options

Can solve problems

Task ----------

Assessment Criteria

Notes

a clarify the desired outcomes and the relationship between those outcomes and the available processes for solving the problem ❑

b draw on a range of processes to achieve appropriate completion

c adjust process to improve or enhance outcomes

d assess efficiency of processes and outcomes

3.7 General Curriculum Options

Can use technology

Task ----------

Assessment Criteria

a interpret the purposes and objectives for the use of technology ☐

b configure and manage a series of operations as a process

c comply with the guidelines for health and safety, environmental impact or ethical practice as, or if, appropriate

d use technological equipment and material proficiently to suit the conditions and the level of physical ability of the user

Notes

3.8 General Curriculum Options

Can identify, analyse and apply the practices of culture

Task ----------

Assessment Criteria

a interact efficiently by adjusting communication to accommodate language and/or cultural differences ☐

b use knowledge of policies relating to personal rights and responsibilities and apply them to the problem or task at hand

c apply some of the practices of one other culture and your own to contribute constructively to the solution of a problem or completion of a task

d demonstrate an awareness of the importance of participation by people of diverse backgrounds and experiences in group activities

Notes

4.1 General Curriculum Options

Can collect, analyse and organise information

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	define the needs of the audience and the purposes of the information	☐	
b	investigate sources critically to identify and distil relevant information		
c	identify within information the main organising categories and structures		
d	evaluate the quality and validity of information		

4.2 General Curriculum Options

Can plan and organise activities

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	incorporate strategic goals into the planning and organisation of own work	☐	.....
b	incorporate criteria for quality and efficancy of outcome into the planning and organisation of own work		.....
c	incorporate goals, plans and priorities of a strategic nature into planning and organisation of own work		.....

4.3 General Curriculum Options

Can communicate ideas and information

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	choose the mode and form appropriate to the audience	☐	
b	revise and evaluate the communication on the light of feedback		
c	vary the style of presentation to suit a variety of contexts		
d	interpret and represent information in a variety of contexts		
e	adapt ideas and information to unanticipated responses from audiences		

4.4 General Curriculum Options

Can work with others and in teams

Task .....

.....

.....

.....

Assessment Criteria		Notes
a define purpose and objectives to be achieved by working with others	☐	
b establish roles, procedures and time frames taking into account different perspectives		
c negotiate with others to define objectives and where necessary to monitor and redefine them		

4.5 General Curriculum Options

Can use mathematical ideas and techniques

Task .....

.....

.....

.....

Assessment Criteria		Notes
a	define the purpose and objectives of the activity ☐	
b	recognise the assumptions which need to be made in order to apply an idea and technique and where mathematical content may be embedded in text or a practical task	
c	adapt the idea and use the technique to fit the constraints of the situation	
d	make decisions about the level of accuracy needed	
e	interpret and evaluate methods, solutions and results in the context of the particular problem	

4.6 General Curriculum Options

Can solve problems

Task .....

.....

.....

.....

	Assessment Criteria		Notes
a	establish major parameters affecting processes and outcomes	☐	
b	adapt process to achieve appropriate completion		
c	anticipate problems and opportunities and the conditions under which they may arise		
d	establish and use criteria for judging effectiveness of processes and outcomes		

4.7 General Curriculum Options

Can use technology

Task ----------

Assessment Criteria

a define the purpose and objectives for the use of technology ❑

b transfer technological principles to a new situation

c configure and manage a series of operations as a process

d select technological practices to maximise socially and ethically responsible use of technology where appropriate

e use technological principles to reduce constraints presented by the environmental conditions and anticipated level of physical ability of the user

Notes

4.8 General Curriculum Options

Can identify, analyse and apply the practices of culture

Task .....

.....

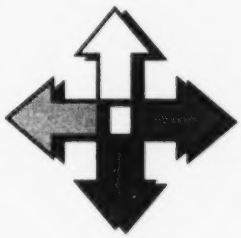
.....

.....

	Assessment Criteria		Notes
a	demonstrate flexibility in the selection of communication tools to meet the requirements of diverse audiences	❑	
b	use knowledge of policies relating to personal rights and responsibilities and apply in a range of contexts		
c	apply the practices of differing personal, organisational, or global cultures to contribute constructively to the task at hand		
d	demonstrate the value of diverse approaches to the task at hand		

CGEA

general curriculum options



records of achievement

Name ..... Class .....

CGEA Level 1

General Curriculum Option Outcomes

Record of Achievement

GCO Course ----------

3 of the 8 learning outcomes required

Task: ..... Date completed

- ❒ Collect, analyse and organise information
- ❒ Plan and organise activities
- ❒ Communicate ideas and information
- ❒ Work with others and in teams
- ❒ Use mathematical ideas and techniques
- ❒ Solve problems
- ❒ Use technology
- ❒ Identify, analyse and apply the practices of culture

Task: ..... Date completed

- ❒ Collect, analyse and organise information
- ❒ Plan and organise activities
- ❒ Communicate ideas and information
- ❒ Work with others and in teams
- ❒ Use mathematical ideas and techniques
- ❒ Solve problems
- ❒ Use technology
- ❒ Identify, analyse and apply the practices of culture

Task: ..... Date completed

- ❒ Collect, analyse and organise information
- ❒ Plan and organise activities
- ❒ Communicate ideas and information
- ❒ Work with others and in teams
- ❒ Use mathematical ideas and techniques
- ❒ Solve problems
- ❒ Use technology
- ❒ Identify, analyse and apply the practices of culture

Task: ..... Date completed

- ❒ Collect, analyse and organise information
- ❒ Plan and organise activities
- ❒ Communicate ideas and information
- ❒ Work with others and in teams
- ❒ Use mathematical ideas and techniques
- ❒ Solve problems
- ❒ Use technology
- ❒ Identify, analyse and apply the practices of culture

LearnWorks 2/99

Name ..... Class .....

CGEA Level 2

General Curriculum Option Outcomes

Record of Achievement

GCO Course .....

3 of the 8 learning outcomes required

Task: ..... Date completed

- ❒ Collect, analyse and organise information
- ❒ Plan and organise activities
- ❒ Communicate ideas and information
- ❒ Work with others and in teams
- ❒ Use mathematical ideas and techniques
- ❒ Solve problems
- ❒ Use technology
- ❒ Identify, analyse and apply the practices of culture

Task: ..... Date completed

- ❒ Collect, analyse and organise information
- ❒ Plan and organise activities
- ❒ Communicate ideas and information
- ❒ Work with others and in teams
- ❒ Use mathematical ideas and techniques
- ❒ Solve problems
- ❒ Use technology
- ❒ Identify, analyse and apply the practices of culture

Task: ..... Date completed

- ❒ Collect, analyse and organise information
- ❒ Plan and organise activities
- ❒ Communicate ideas and information
- ❒ Work with others and in teams
- ❒ Use mathematical ideas and techniques
- ❒ Solve problems
- ❒ Use technology
- ❒ Identify, analyse and apply the practices of culture

Task: ..... Date completed

- ❒ Collect, analyse and organise information
- ❒ Plan and organise activities
- ❒ Communicate ideas and information
- ❒ Work with others and in teams
- ❒ Use mathematical ideas and techniques
- ❒ Solve problems
- ❒ Use technology
- ❒ Identify, analyse and apply the practices of culture

Name ..... Class .....

CGEA Level 3

General Curriculum Option Outcomes

Record of Achievement

GCO Course .....

3 of the 8 learning outcomes required

Task: ..... Date completed

- ❒ Collect, analyse and organise information
- ❒ Plan and organise activities
- ❒ Communicate ideas and information
- ❒ Work with others and in teams
- ❒ Use mathematical ideas and techniques
- ❒ Solve problems
- ❒ Use technology
- ❒ Identify, analyse and apply the practices of culture

Task: ..... Date completed

- ❒ Collect, analyse and organise information
- ❒ Plan and organise activities
- ❒ Communicate ideas and information
- ❒ Work with others and in teams
- ❒ Use mathematical ideas and techniques
- ❒ Solve problems
- ❒ Use technology
- ❒ Identify, analyse and apply the practices of culture

Task: ..... Date completed

- ❒ Collect, analyse and organise information
- ❒ Plan and organise activities
- ❒ Communicate ideas and information
- ❒ Work with others and in teams
- ❒ Use mathematical ideas and techniques
- ❒ Solve problems
- ❒ Use technology
- ❒ Identify, analyse and apply the practices of culture

Task: ..... Date completed

- ❒ Collect, analyse and organise information
- ❒ Plan and organise activities
- ❒ Communicate ideas and information
- ❒ Work with others and in teams
- ❒ Use mathematical ideas and techniques
- ❒ Solve problems
- ❒ Use technology
- ❒ Identify, analyse and apply the practices of culture

Name ..... Class .....

CGEA Level 4

General Curriculum Option Outcomes

Record of Achievement

GCO Course .....

3 of the 8 learning outcomes required

Task: ..... Date completed .....

- ❒ Collect, analyse and organise information
- ❒ Plan and organise activities
- ❒ Communicate ideas and information
- ❒ Work with others and in teams
- ❒ Use mathematical ideas and techniques
- ❒ Solve problems
- ❒ Use technology
- ❒ Identify, analyse and apply the practices of culture

Task: ..... Date completed .....

- ❒ Collect, analyse and organise information
- ❒ Plan and organise activities
- ❒ Communicate ideas and information
- ❒ Work with others and in teams
- ❒ Use mathematical ideas and techniques
- ❒ Solve problems
- ❒ Use technology
- ❒ Identify, analyse and apply the practices of culture

Task: ..... Date completed .....

- ❒ Collect, analyse and organise information
- ❒ Plan and organise activities
- ❒ Communicate ideas and information
- ❒ Work with others and in teams
- ❒ Use mathematical ideas and techniques
- ❒ Solve problems
- ❒ Use technology
- ❒ Identify, analyse and apply the practices of culture

Task: ..... Date completed .....

- ❒ Collect, analyse and organise information
- ❒ Plan and organise activities
- ❒ Communicate ideas and information
- ❒ Work with others and in teams
- ❒ Use mathematical ideas and techniques
- ❒ Solve problems
- ❒ Use technology
- ❒ Identify, analyse and apply the practices of culture

LearnWorks 2/99

CGEA

Record Keeping Kit

level summaries

Level 1

CGEA Learning Outcomes

Writing

1.1 Write a short, simple recount, narrative or expressive text on a personal or familiar subject

1.2 Write a short, simple instructional or transactional text on a personal or familiar subject

1.3 Write a short, simple report or explanatory text on a personal or familiar subject

1.4 Write your own opinion on a personal or familiar subject

Reading

1.5 Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text on a personal or familiar subject

1.6 Demonstrate that meaning has been gained from reading a simple instructional or transactional text on a personal or familiar subject

1.7 Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a personal or familiar subject

1.8 Demonstrate that meaning has been gained from reading a simple persuasive text on a personal or familiar subject

Oral Communication

1.1 Demonstrate that meaning has been gained from short oral texts

1.2 Participate in short transactions in familiar and predictable circumstances

1.3 Use and respond to spoken language in short discussions to explore issues or solve problems in a personally familiar topic or issue

LearnWorks 2/99

Level 1

CGEA Learning Outcomes

Numeracy and Mathematics *5 of 6 required*

1.1 Can use everyday informal language of shape, size, colour and other commonly used attributes and recognise shapes in the context of their common usage and application

1.2 Can use familiar simple quantities of length, mass, capacity and temperature to compare or measure materials or objects in personal situations

1.3 Can identify and use familiar everyday numbers, unit of money and time to make decisions about money and time in personal situations

1.4 Can use simple everyday language of location to give and follow informal oral directions

1.5 Can use simple everyday graphs and charts to interpret public information which is of personal interest or use

1.6 Can use simple everyday numbers and figures to interpret information which is in texts of personal relevance or interest

General Curriculum Options *3 of 8 required*

1.1 Can collect, analyse and organise information

1.2 Can plan and organise activities

1.3 Can communicate ideas and information

1.4 Can work with others and in teams

1.5 Can use mathematical ideas and techniques

1.6 Can solve problems

1.7 Can use technology

1.8 Can identify, analyse and apply the practices of culture

LearnWorks 2/99

Level 2

CGEA Learning Outcomes

Writing

2.1 Write a short recount, narrative or expressive text on a familiar subject

2.2 Write a short instructional or transactional text on a familiar subject

2.3 Write a short report or explanatory text on a familiar subject

2.4 Write a short argumentative text expressing a point of view on a familiar subject

Reading

2.5 Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text on a familiar subject

2.6 Demonstrate that meaning has been gained from reading a simple instructional or transactional text on a familiar subject

2.7 Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject

2.8 Demonstrate that meaning has been gained from reading a simple persuasive text on a familiar subject

Oral Communication

2.1 Demonstrate that meaning has been gained from short oral texts which may include some unfamiliar aspects

2.2 Use and respond to spoken language in short transactions in familiar contexts

2.3 Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic

LearnWorks 2/99

Level 2

CGEA Learning Outcomes

Numeracy and Mathematics *5 of 6 required*

2.1 Can interpret and use the knowledge and conversations of common shapes and their representations for describing, designing or representing real life objects

2.2 Can use straight forwards measurements and the metric system to estimate and measure for the purpose of interpreting, making or purchasing materials in familiar practical situations

2.3 Can use and interpret whole numbers (including large numbers), simple fractions, decimals and percentages to make decisions about money and time in familiar situations

2.4 Can use simple everyday language of location to give and follow informal oral and written directions

2.5 Can use and create everyday graphs and charts to represent and interpret public information which is of interest or relevance

2.6 Can identify and translate everyday numerical concepts to interpret public information which is in texts of interest or relevance

General Curriculum Options *3 of 8 required*

2.1 Can collect, analyse and organise information

2.2 Can plan and organise activities

2.3 Can communicate ideas and information

2.4 Can work with others and in teams

2.5 Can use mathematical ideas and techniques

2.6 Can solve problems

2.7 Can use technology

2.8 Can identify, analyse and apply the practices of culture

LearnWorks 2/99

Level 3

CGEA Learning Outcomes

Writing

3.1 Write a recount, narrative or expressive text

3.2 Write an instructional or transactional text

3.3 Write a report or explanatory text

3.4 Write a argumentative or discursive text

Reading

3.5 Demonstrate that meaning has been gained from reading a narrative, recount or expressive text

3.6 Demonstrate that meaning has been gained from reading an instructional or transactional text

3.7 Demonstrate that meaning has been gained from reading an explanatory or informative text

3.8 Demonstrate that meaning has been gained from reading a persuasive or argumentative text

Oral Communication

3.1 Extract main ideas and most details from sustained oral texts

3.2 Use and respond to spoken language in sustained transactions

3.3 Use and respond to spoken language in sustained discussions to explore issues or solve problems

LearnWorks 2/99

Summary *Record of* .....

Level 3

CGEA Learning Outcomes

Numeracy and Mathematics *6 of 7 required*

3.1 Can translate between 2 dimensional and 3 dimensional real life objects and their diagrammatic representations for the purpose of measurement, design, and interpretation

3.2 Can use measurements, the metric system and simple measurement formulae for the purpose of interpreting, making or purchasing materials in practical situations

3.3 Can use the conventions of distance, locations and direction to read, create and use maps

3.4 Can use and create graphs and charts, and calculate and use averages, in order to interpret and reflect on information of relevance to self, work or community

3.5 Can use, and calculate with, fractions, percentages, decimals, rate and large numbers, to reflect on aspects of personal, work or community life

3.6 Can develop and use simple formulae to describe and represent relevant relationships between variable in real life contexts

3.7 Can use simple mathematical problem solving techniques to interpret and solve straight forward mathematical problems

General Curriculum Options *3 of 8 required*

3.1 Can collect, analyse and organise information

3.2 Can plan and organise activities

3.3 Can communicate ideas and information

3.4 Can work with others and in teams

3.5 Can use mathematical ideas and techniques

3.6 Can solve problems

3.7 Can use technology

3.8 Can identify, analyse and apply the practices of culture

LearnWorks 2/98

Level 4

CGEA Learning Outcomes

Writing

4.1 Write a complex recount, narrative or expressive text

4.2 Write a complex instructional or transactional text

4.3 Write a complex report or explanatory text

4.4 Write a complex argumentative or discursive text

Reading

4.5 Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text

4.6 Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text

4.7 Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory or informative text

4.8 Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text

Oral Communication

4.1 Respond to and evaluate complex oral texts which may include multiple and unstated meanings

4.2 Use and respond to spoken language in sustained and complex transactions across a range of contexts

4.3 Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving across a range of contexts

LearnWorks 2/99

Level 4

CGEA Learning Outcomes

Numeracy and Mathematics *6 of 7 required*

4.1 Can use graphs, charts and measures of central tendency and spread to interpret, analyse and describe information of relevance to self, work or community

4.2 Can use and calculate with rational numbers, percentages and ratios to analyse and evaluate relevant aspects of personal, work or community life

4.3 Can develop and use formulae and their graphs to describe and represent relationships between variables in a range of contexts

4.4 Can use algebraic techniques to investigate and solve mathematical problems

4.5 Can use formal maths techniques relevant to an area of further study to interpret, investigate and solve mathematical problems

4.6 Can use formal maths techniques relevant to an area of further study to interpret, investigate and solve mathematical problems

4.7 Can use mathematical problem solving techniques to interpret, investigate and solve mathematical problems

General Curriculum Options *3 of 8 required*

4.1 Can collect, analyse and organise information

4.2 Can plan and organise activities

4.3 Can communicate ideas and information

4.4 Can work with others and in teams

4.5 Can use mathematical ideas and techniques

4.6 Can solve problems

4.7 Can use technology

4.8 Can identify, analyse and apply the practices of culture